

The MATRIX:

*A practical tool for effective
integration of accommodations
and AT in the general education
class*

Jeanne Dwyer, M. S. Ed., Program Coordinator

Tammy Devlin, M. S. Ed., Project Manager

JOHNS HOPKINS UNIVERSITY Center for Technology in Education
Closing The Gap 2007

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Session Overview

Participants will:

- Identify barriers to integration of assistive technologies and IEP accommodations in the general education class.
- Learn how the JHU Class Profile Matrix support tool helps general and special educators seamlessly integrate required accommodations, including AT, into daily instructional delivery.
- Review basic procedures for using the JHU Class Profile Matrix.

Challenge:

Provide Accommodations Specified in IEPs

Providing IEP Accommodations

- Changes how a student accesses information and demonstrates learning in the general education curriculum.
- Does not alter grade level content standards or performance criteria during instruction and assessment.

Typical Accommodations -- Changes in:

- Scheduling/Timing
- Setting
- Presentation
- Response

Challenge:

Provide Accommodations Specified in IEPs

- Accommodations “level the playing the field” and allow students with disabilities “equal opportunity” to learn and reach state proficiency standards.
- Accommodations to a standard test format assesses an individual’s abilities, rather than his or her disability.

Challenge: Many general educators fail to provide accommodations/AT specified in IEPs for students with disabilities.

Primary Reasons:

- Unaware of specified accommodations/AT for student(s)
- Aware of need, but information is contained in IEPs
- Accommodation/AT information provided from a single student view (e.g., individual “snapshot” IEP)
- Lack of understanding of how to incorporate accommodations/AT within large group settings and adjusting instruction in relation to UDL principles

Assumptions for Successful Accommodation Integration by General Educators

- General educators need easy-to-use prompts or procedural facilitators to help them seamlessly integrate accommodations and AT into instruction.
- Special educators have a responsibility for helping general educators, especially those that are assigned over a hundred students, organize information from the IEP so that the general educators can remember with greater understanding and ease the needs of students with disabilities as they plan and deliver instruction.
- Technology can help organize data from IEPs into useful information that can be used and integrated into daily instructional routines in the general education class.

A Practical Tool to Address Challenges

- Organizes required accommodations, including AT, for instructional planning and delivery routines of the general education class.
- Structures accommodations data from IEPs into a matrix format
 - Gives an “at-a-glance” profile of individual student needs grouped by types of accommodations.
- Includes resources for guiding teachers as they implement instructional and testing accommodations, integrate assistive technologies, and scaffold instruction

The JHU Class Profile Matrix (CPM)

What is it?

- A tool that organizes instructional accommodations/AT for students with special needs

Why use it?

- To facilitate implementation of instructional accommodations, including the use of assistive technology, to support student learning
- To support general and special education collaboration by providing a working document to discuss student learning needs

How does it work?

- [Sample Class Profile Matrix](#)
- [CPM Accommodation Resource Guide](#)

Sample Class Profile Matrix



Class Profile Matrix
Providing Access to Instruction for all Students

	Changes in Timing and Scheduling How timing and scheduling affect student performance					Changes in Setting How the setting affects student performance			Changes in Presentation How information is presented to the student						Changes in Response How the student demonstrates learning				Other
	Extended time	Multiple or frequent breaks	Dividing term assignments	Time to learn tasks	Transition in school environment	Location	Grouping	Access to technology	Adapted print materials	Alternative to print	Hearing information	Alternative to hearing spoken language	Studying / Learning	Understanding information	Physical support for written response	Instructional support for written response	Alternative to written response	Support for spoken response	
Students' Names & Strengths																			
Jenny Benefits from a multi-sensory approach Thrives from frequent feedback	Extended time*		Break down tasks into small, manageable chunks			Preferred seating with proximity to teacher	Small group*				Pair auditory communication with visual examples		Repeated Directions*	Copies of teacher's notes		Calculator*	Dictated response*		
Frederick Learns best in a highly structured setting with minimal distractions	Extended time for assignments that require reading*		Break down tasks into small, manageable chunks		Print schedule	Preferred seating away from distractions				Screen Reader*			Repeated directions* Verbal in reading of selected sections of text or vocabulary*	Use visual cues for unknown vocabulary		Graphic Organizer Calculator* Word Processor with spelling and grammar checks*			
Joe Works well with peers and benefits from pre-teaching related to abstract concepts							Small group*			Provide models, demonstrations, and/or diagrams whenever possible				Provide written copy of procedural directions when learning new tasks					

* Denotes an accommodation required by the student's IEP. Matrix entries without an asterisk identify a teacher-selected intervention.
Shaded rows provide space for notes regarding the implementation date(s) and level of success.

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When to Use the CPM

- Beginning of the year either using data from an IEP or “snapshot” format IEP
- Consultation planning meeting between a special educator case manager and general education teacher(s)
- Instructional planning meeting between special and general co-teaching partners
- Instructional planning by general educator
- Reviewing lesson plans for daily instruction

How to Use the CPM

- Review IEPs and required accommodations/AT.
- Enter accommodation/AT data into the CPM.
- Include anecdotal notes, if appropriate.
- Repeat these same steps for teacher selected accommodations for special and/or general education students

Note: Keep in mind that accommodations NOT specified in the IEP may not be provided for students with disabilities during state testing.

What Do the User's Say?



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CPM Activity Directions

- Review the Snapshot IEPs.
- Identify needed instructional accommodations.
- Record accommodations under the appropriate category and subcategory (e.g. Presentation Accommodations, Adapted Print Materials).
- Report out.

Considerations

- What benefit does the CPM offer general and special educators teaching in an inclusive setting?
- How does the CPM facilitate the implementation of instructional accommodations/AT for students with special needs and general education students?
- How might the CPM influence daily instructional decisions made by general and special education teachers?

Resources

For further information, please contact

- Tammy Devlin, Project Manager
Email: tdevlin@jhu.edu

Center for Technology in Education
Johns Hopkins University
6740 Alexander Bell Dr.
Columbia, MD 21046
410-516-9846

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